



Clover Middle

300 Clinton Avenue
Clover, South Carolina

Grades	5-6 Middle School	
Enrollment	462 Students	
Principal	Kathryne Weathers	803-222-9503
Superintendent	Dr. Marc Sosne	803-810-8006
Board Chair	Steve Brown	803-222-9274

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	At-Risk
2007	Average	Below Average
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

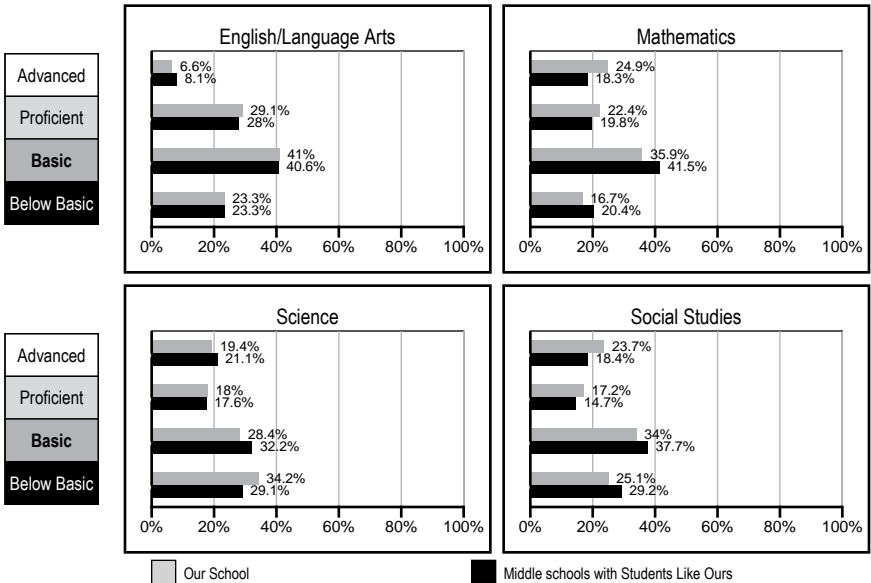
92.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	31	12	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	0	98.3
English 1	0	94.0
Physical Science	0	36.0
All Subjects	0	97.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=462)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	27.0%	19.4%
Retention rate	0.0%	Down from 0.8%	1.8%	1.8%
Attendance rate	95.7%	Down from 96.1%	95.9%	95.8%
Eligible for gifted and talented	21.7%	Up from 18.4%	19.6%	15.3%
With disabilities other than speech	10.5%	Up from 10.4%	11.6%	12.9%
Older than usual for grade	0.4%	Down from 0.9%	2.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.2%	0.8%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	58.3%	No Change	57.6%	55.0%
Continuing contract teachers	80.6%	Up from 75.0%	74.3%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	4.2%	5.4%
Teachers returning from previous year	90.0%	Up from 84.3%	85.9%	83.4%
Teacher attendance rate	91.1%	Down from 94.3%	95.0%	94.9%
Average teacher salary	\$49,033	Up 5.1%	\$45,165	\$44,706
Professional development days/teacher	12.7 days	Down from 20.1 days	11.4 days	11.8 days
School				
Principal's years at school	1.0	No Change	4.0	3.0
Student-teacher ratio in core subjects	20.3 to 1	Down from 20.6 to 1	21.4 to 1	20.1 to 1
Prime instructional time	84.3%	Down from 88.5%	89.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	97.2%	Down from 100.0%	98.6%	98.0%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil*	\$11,642	Up 18.5%	\$6,613	\$7,097
Percent of expenditures for instruction*	42.6%	Down from 56.3%	64.6%	64.4%
Percent of expenditures for teacher salaries*	40.3%	Down from 54.3%	59.7%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

"Failure is not an Option" at Clover Middle School. To help increase the engagement and achievement level of students, the faculty and staff at Clover Middle School have been active participants in the book study with Failure is not an Option by Alan Blankstein. This book study focused on creating a sustainable professional learning community. Driven by a year-long collaboration calendar, teachers collaborated regularly alongside Instructional Supervisors to design engaging lessons.

The academic program is designed to challenge and provide each child with multiple opportunities for success. Our efforts include Early Eagles, Freestyle Thursday, Contracts with Administrators, and Flexible Grouping. Character education is also emphasized throughout the building.

Students are scheduled into academic blocks with at least one daily activity period. Activity classes include music, band, art, guidance, chorus, health, and physical education. Academic teachers are teamed to teach language arts and social studies or math and science. Based on data, students receive instruction in a flexible grouping setting to ensure instruction is based on individual needs. Technology is emphasized in each classroom with the installation of Promethean boards. Ongoing professional development continues to focus on technology instruction.

Our goal is to encourage students to discover their full potential through a variety of additional extracurricular opportunities including Writing is Fun, Mighty Math, Student Council, CMS Eaglebotics, Student Advisory Committee, Photography Club, and Newspaper Club. Incentives include Lunch Out for good behavior and a Reading Store to encourage reading. Also, many of our students participated in the annual Black History Play in February highlighting students' talents in drama.

Clover Middle School believes in recognizing students for their achievements. This year, one student from CMS placed in the You Want to be a Chemist Challenge. In addition, students were recognized in the school Geography Bee and District Art Show. A CMS student won the district Lieutenant Governor's Writing Award. Each quarter, students are recognized for their academic success at an Honor Roll breakfast. Also, teachers recognize Soaring Eagles, those students that "soar" in the classroom.

Parent outreach is critical to the success of our school. Events such as PTO, School Improvement Council, and Parent Education Night encourage parental involvement. The Spring Extravaganza gives our students time to shine through hallway displays and musical performances.

Kathy Weathers
Principal

Danny Rice
School Improvement Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	232	135
Percent satisfied with learning environment	94.3%	89.2%	88.0%
Percent satisfied with social and physical environment	97.1%	88.3%	87.3%
Percent satisfied with school-home relations	94.3%	87.9%	81.3%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	455	100	23.3	41	29.1	6.6	49.9	61.8	48.2	Yes	Yes
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Gender

Male	237	100	33	36.2	26.3	4.5	43.8	54.7	41.7	N/A	N/A
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Female	218	100	13.1	46	31.9	8.9	56.3	69.2	55	N/A	N/A
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Racial/Ethnic Group

White	355	100	19.7	40.6	32.5	7.2	53.6	64.7	60	Yes	Yes
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African American	69	100	43.1	46.2	7.7	3.1	26.2	38.7	31.7	No	Yes
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	69.8	70.4	I/S	I/S
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Hispanic	18	100	33.3	33.3	26.7	6.7	46.7	55.6	38.4	I/S	I/S
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	52	100	72.3	23.4	4.3	0	6.4	18.9	16	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	15	100	35.7	42.9	21.4	0	42.9	54.4	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	198	100	34.6	44.1	18.1	3.2	34.6	41	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	455	100	16.7	35.9	22.4	24.9	59	63.3	45.8	Yes	Yes
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Gender

Male	237	100	17.9	35.7	20.1	26.3	59.4	63.2	45.6	N/A	N/A
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Female	218	100	15.5	36.2	24.9	23.5	58.7	63.4	45.9	N/A	N/A
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Racial/Ethnic Group

White	355	100	14.8	33.9	23.5	27.8	62.6	66.6	59	Yes	Yes
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African American	69	100	27.7	50.8	15.4	6.2	35.4	37.2	26.9	Yes	Yes
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	72.1	71.3	I/S	I/S
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Hispanic	18	100	20	33.3	20	26.7	66.7	55.6	38.1	I/S	I/S
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	52	100	55.3	34	4.3	6.4	19.1	23.7	17.1	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	15	100	21.4	35.7	21.4	21.4	50	56.1	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	198	100	25.5	40.4	22.3	11.7	47.9	44.1	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	229	100	34.2	28.4	18	19.4	37.4	53.5	35.7	95.7	96.3
Gender											
Male	118	100	32.1	28.6	17.9	21.4	39.3	52.1	37.4	95.8	96.3
Female	111	100	36.4	28.2	18.2	17.3	35.5	54.9	33.8	95.6	96.3
Racial/Ethnic Group											
White	179	100	29.3	29.3	19	22.4	41.4	57.2	49.2	95.4	96.2
African American	34	100	61.8	26.5	11.8	0	11.8	23.5	17	96.5	96.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60.7	58	98.6	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	39.6	24.9	97.9	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	96.2	95.2
Disability Status											
Disabled	22	100	50	25	20	5	25	21	14	94.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	41.7	24.4	98.1	97.3
Socio-Economic Status											
Subsidized meals	98	100	44.7	26.6	18.1	10.6	28.7	32.5	21.1	95	95.3
Social Studies											
All Students	226	100	25.1	34	17.2	23.7	40.9	47.4	34	95.7	96.3
Gender											
Male	119	100	21.4	37.5	12.5	28.6	41.1	50.7	36.6	95.8	96.3
Female	107	100	29.1	30.1	22.3	18.4	40.8	44	31.3	95.6	96.3
Racial/Ethnic Group											
White	176	100	24	33.3	17.5	25.1	42.7	49.4	44.5	95.4	96.2
African American	35	100	38.7	38.7	16.1	6.5	22.6	28.8	19.1	96.5	96.7
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	60	58.9	98.6	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.9	27.5	97.9	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	96.2	95.2
Disability Status											
Disabled	30	100	55.6	40.7	0	3.7	3.7	14.7	14.4	94.4	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	98.1	97.3
Socio-Economic Status											
Subsidized meals	100	100	30.9	41.5	13.8	13.8	27.7	28.4	21	95	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	230	100	19.4	47	32.7	0.9	33.6
	6	247	100	26.4	46.3	21.6	5.6	27.3
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	211	100	21.8	44.1	29.7	4.5	34.2
	6	244	100	24.7	38.3	28.5	8.5	37
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	230	100	10.6	41.5	17.5	30.4	47.9
	6	247	100	16.5	37.7	28.6	17.3	45.9
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	211	100	15.3	34.2	24.8	25.7	50.5
	6	244	100	17.9	37.4	20.4	24.3	44.7
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	115	100	26.4	28.2	17.3	28.2	45.5
	6	123	100	34.2	36.8	19.3	9.6	28.9
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	105	100	29.7	32.7	17.8	19.8	37.6
	6	124	100	38	24.8	18.2	19	37.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	115	100	39.3	37.4	11.2	12.1	23.4
	6	124	100	23.1	48.7	17.9	10.3	28.2
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	106	100	31.7	31.7	12.9	23.8	36.6
	6	120	100	19.3	36	21.1	23.7	44.7
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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N/A–Not Applicable

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